

research grant program, to develop new activities to serve the profession and to enhance the public reputation of political science, and to leave future generations of political scientists in a better position to carry on the Association's work.

The text of the letter and a description of some of the Association's endowed funds are printed below. For a copy of "Financial Incentives in Charitable Giving" or for specific information on how to contribute to the Association, please write to the Executive Director at the Association's national office. □

## **The Recruitment and Retention of Minority Graduate Students in Political Science**

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*Editor's note: The following article is a report on and elaboration of a forum that was held at the 1985 APSA annual meeting in New Orleans.*

The recruitment and retention of minority graduate students as well as undergraduate students and faculty was seen as a matter of continuing concern. Edmund Keller noted that there is still a great underrepresentation of ethnic minorities in our discipline in spite of attention being focused on this issue for the past couple of decades. Additional difficulties in this area have stemmed from the current social and political atmosphere which is not very supportive of affirmative action programs. Additionally, many colleges and universities over the past few years have experienced serious financial difficulties which have reduced the availability of financial support for students.

It remains essential that academics do everything possible to increase the number of ethnic minorities in higher education. Members of these groups historically have been at a disadvantage in obtaining a college education and securing faculty positions. The injustices and imbalances in opportunity created by a history of discrimination towards certain

groups have not yet been redressed. Although some modest gains were noted for blacks, Hispanics and other minority groups in the late 1960s and early 1970s, progress seems to have leveled off or even declined over the past several years. Ethnic minority students and faculty still find themselves very much underrepresented in our colleges and universities.

Political science departments certainly are not in the vanguard of accomplishment in the area of recruitment and retention of minorities. Recent statistics indicate that not only do ethnic minorities continue to be badly underrepresented in the profession but also that the future prospects for increasing numbers are not very bright. Not only does the pipeline for future graduate students and faculty seem to be mostly unfilled, but innovative practices and effective mechanisms for attracting and securing ethnic minorities seem also to be in short supply. In any case, it is obvious that we in political science, who are professionally concerned with the allocation of resources and values in society, should be particularly attentive to these inequities. Although it is the prime responsibility of administrators, particularly department chairs, to promote efforts in this area, it is the responsibility of all faculty members to involve themselves in these activities.

The recruitment of students is perhaps the primary area where extraordinary effort can pay off in the laying of a foundation for future ethnic faculty members. Recruitment of minority students must entail a multi-level strategy with high levels of personal involvement. Elliot Slotnick of Ohio State reported that institution's recruitment occurring at three levels: at the extra-university or community level, the university and the department. Extra-university/community recruitment is even more crucial in the recruitment of minority students than it is in seeking nonminority students. Most minority students do not have historical relationships with colleges or universities. Few relatives or close friends have attended college, and there are very few contacts with or within the academy. Yet, minority communities have active

organizational lives. Contacts can be made with community organizations such as the NAACP, League of United Latin American Citizens (LULAC), Mexican American Legal Defense Education Fund (MALDEF), and many of the multitude of locally based organizations. It is essential to get into the community network of communication in order to contact potential minority students. These organizations can be extremely helpful in identifying students and giving them encouragement and support needed to apply to and continue through college.

Universities also need to institute, continue, or strengthen their special programs for minority students, including bringing promising students to campus for preadmission visits. Colleges should take close looks at their financial aid packages. Fellowships and scholarships are extremely important to minority students since they are disproportionately from lower socioeconomic ranks. The availability of financial aid which is especially designated for minorities is vital. Some universities have earmarked teaching assistantships and graduate assistantships for minority students. These are particularly valuable, since not only do they provide much needed financial support, but they also integrate the students more fully into the academic life of the university providing them with regularized and significant contacts with faculty, staff, and other students.

Throughout all this, it is paramount to keep in mind that recruitment contacts be as personal as possible. The importance of personal, and most often verbal, communication through direct contact cannot be overemphasized. Informal notices, mailings, memoranda are not particularly effective even with majority culture, middle class students, but with ethnic minority students, their effectiveness approaches zero.

The criteria used for selecting graduate students must also be scrutinized carefully in order to ensure that ethnic minority students are not put at a further disadvantage by them. Many standardized tests, such as the Graduate Record Exam, have been criticized for having a cultural bias against members of cultural minorities. In the case of minority students, the

emphasis placed on judging the "qualifications" of graduate students (or minority faculty, for that matter) is often a very subjective process. Depending upon the biases, values, and objectives of the decision makers, more or less emphasis can be given to standardized test scores, grades earned in undergraduate or graduate classes, previous academic and nonacademic experiences, and the quality of the institutions at which earlier training has taken place.

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Much more consideration can be given to the potential contributions that the particular individual can make to the teaching and research goals of the academic unit. Frank Hoole has stated that as many as 15 or 20 pieces of information are placed into a minority candidate's file and all are taken seriously into consideration before a judgment is made as to the candidate's qualification. Open consideration must be given to the "qualifications" of persons from non-traditional backgrounds, and then these qualifications must be applied in a very flexible manner. Taking minority graduate students or faculty sometimes involves some risk. Departments seeking these individuals must be willing to give them the opportunity to prove themselves through performance rather than prejudging their quality based on inflexible, conventional standards.

Of course, there are no graduate students available if they do not first successfully complete an undergraduate program. Francis Hoole has recounted the extensive and notably successful efforts of his political science department at Indiana University to recruit ethnic minority undergraduate students. The importance of personal networking must be stressed on and off campus. On campus,

close and continuing communication with the ethnic studies departments and in turn their contacts with community organizations are seen as vital to a suc-

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cessful undergraduate recruitment effort. Departmental administrators and faculty must reach out to minority-dominant community institutions, including high schools, community colleges, and churches. Not only are visits to these institutions called for, but close and continuing contacts should be made in efforts to enlist the leaders of these institutions to send promising students to our departments and colleges. One promising technique is to work through "associate faculty" from minority-dominant educational institutions. Having these scholars on campus to teach classes, give lectures, and engage in other higher educational activities not only provides additional positive role models for ethnic minority students but helps to promote ties with these professionals to our colleges and universities. Later these positive relationships can be very helpful in increasing recruitment from minority communities.

Departments also can arrange to bring students from minority institutions, such as high schools and junior colleges, to major research institutions. Visits to such institutions should be planned carefully and well executed lest the experiences be negative. Chairpersons should give important responsibilities and the commensurate resources to minority faculty. Potential students need to see professionals of their own ethnicity in important positions in our universities. One cannot stress too highly the importance of role model professors. Of course, ethnic minorities on faculty and staffs in universities should be those in the forefront of personal recruitment trips. However, these colleagues must not be penalized in their quests toward professional ad-

vancement for taking on these additional responsibilities.

It also is important that our political science curriculum reflect the reality of the minority experience and consequently become more attractive to minority students. Course listings which are completely devoid of classes in the politics of ethnic groups, or course syllabi which do not include items of relevance to minorities, are hardly likely to attract minority students into our programs.

When some success has been enjoyed in recruiting and retaining undergraduate students, and some of those go on to become graduate students in political science, chances are greatly expanded for having a pool of good ethnic minority faculty candidates. The underrepresentation of ethnic minorities, such as blacks and Hispanics, in political science is severe. The record also shows that many minority scholars have had a particularly difficult time in earning tenure and attaining consequent professional advancement within the discipline. There is no doubt that there are considerable difficulties involved in recruiting and retaining outstanding minority faculty. Some of the techniques and methods used with students also apply to the recruitment and retention of minority faculty. The importance of personal networking in recruitment and the establishment of a comfortable and supportive environment are just as important for faculty as they are for students. In conjunction with their faculty, chairpersons need to work out a multi-level and multi-year strategy for the recruitment of minority faculty. Simply posting job announcements from year to

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year is not likely to result in successful recruitment. Nor is the "benign neglect" all too often given junior faculty members going to retain minority faculty. Chairpersons may need to seek out and identify high potential graduate students in universities throughout the country.

They should track these candidates through graduate school, keep in close contact with them, lending support wherever possible, and informing the graduate students of any professional opportunities available. There are also

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faculty with masters degrees and some doctoral work teaching at predominantly or historically black colleges, junior colleges, and high schools, and there also are Hispanics and other minorities, primarily in public junior colleges and high schools throughout the west and southwest, who can be contacted about the possibility of becoming faculty members. These people can be recruited and hired on at least a part-time basis to offer undergraduate courses while they are enrolled in our Ph.D. programs. Then, university policies which preclude the hiring of one's own Ph.D.s need to be modified to accommodate such situations. Faculty can even be hired while they are in their final year of graduate school and given an extra year to complete their dissertation.

Again, universities interested in recruiting minority faculty should work through national and community ethnic minority organizations. Another source of information about communication with the ethnic scholarly community are the minority committees of the American Political Science Association, such as the Committee on the Status of Blacks in the Profession and the Committee on the Status of Chicanos in the Profession. These committees generally are well informed as to the status and availability of faculty and advanced doctoral candidates.

Once minority faculty are retained, it is essential that they be provided with what Douglas St. Angelo has termed a "pool of interest and mutual self-support." Many minority faculty members find themselves in an environment which is not at all psychologically conducive to success. Not only do they find themselves alone in

their background and professional interests but all too often they are viewed with some trepidation by some of their colleagues. On top of this, they are often called upon to render extraordinary *service* to the department, the college, and the university. They are the focal point for virtually every minority student seeking advisement. They are sought after for membership on every committee which requires minority representation, and they are asked to do the lion's share of representing their unit to the external minority community. Department chairpersons and promotion and tenure committees need to take this extra responsibility into consideration when evaluating candidates' performances on more traditional criteria. They must make such activities a part of the reward and advancement system within the department and the college. Moreover, they must recognize that scholarship on ethnic politics, as in other areas, has its own segment of publication outlets for research. They must recognize these as legitimate scholarly outlets.

It is one of the primary responsibilities of chairs to support the efforts of junior faculty members, and this is particularly important for minorities. If minority faculty do not succeed, it casts a pall over the entire process of recruiting and retaining students and faculty from minority groups. A bad experience reinforces prejudices and strengthens unfair stereotypes, and its ramifications may spread throughout the university and the community, having lasting negative

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impacts. A minority faculty member who becomes a negative role model produces a situation that may be worse than having no minority faculty member. To preclude this, the mentorship concept is suggested whereby junior faculty are taken under the wing of the chair or a compatible senior faculty and are sup-

ported and assisted in the early years of their professional development. This kind of relationship is particularly important in the area of research; senior faculty should lend guidance to the minority faculty members so that they will have acceptable records of scholarly publications when the tenure decisions are made.

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If recruitment efforts at the undergraduate, graduate, and faculty levels meet with some success, then that all-important "critical mass" of people with similar backgrounds and interests will be reached. Faculty and students will benefit from the interaction with each other, and the likelihood of their success will be greatly enhanced. Successful recruitment and retention of minorities will not only provide opportunities which have long been denied but will also enrich the total academic experience through a diversity of perspectives. The road to this goal is not an easy one, but if persons make good faith efforts, are willing to experiment, and apply innovative techniques and flexible criteria to this endeavor using some of the suggestions above, the chances of success will be greatly enhanced, and everyone will benefit from the experience. □



Keith T. Poole (left) and Howard Rosenthal of Carnegie-Mellon University won the first annual CQ Press Award.

## Legislative Studies Section Presents First Annual CQ Press Award

At the August annual business meeting of the Legislative Studies Section of the APSA in New Orleans, the winners of the first annual CQ Press Award for the outstanding Paper in Legislative Politics presented at the APSA annual meeting were announced. Sharing the 1985 prize are Keith T. Poole and Howard Rosenthal of Carnegie-Mellon University for their 1984 APSA paper, "On the Political Economy of Roll Call Voting."

The CQ Press Award is given each year by the Legislative Studies Section to honor outstanding scholarship as reflected in the papers presented at each September national meeting.

The 1986 CQ Press Award Committee is chaired by Allan Kornberg of Duke University. Other members are Malcolm Jewell, University of Kentucky, and Herbert F. Weisberg, Ohio State University. The 1986 prize will be announced and conferred at the 1986 Legislative Studies Section business meeting held during and in conjunction with the annual meeting of the American Political Science Association in Washington, D.C. It will honor the best paper in legislative politics delivered at the 1985 APSA Annual Meeting. □

## Richard F. Fenno, Jr., Prize Established

The Legislative Studies Section of the American Political Science Association has established a Richard F. Fenno, Jr., Prize to recognize the outstanding book published during the preceding year in legislative studies, including American, non-American, cross-national, and sub-national works. The competition for 1985 includes books published at any point during the calendar year, and will be judged by a Fenno Prize Committee made up of L. Sandy Maisel, Colby College, Chair; and Charles S. Bullock III of the University of Georgia, and Charles O. Jones of the University of Virginia. Authors and others interested are urged